Division of Innovation and Effectiveness
Office of School Transformation

2015-16 Challenge to Achieve Plan

Identification Status:	State Priority
Year of cohort or identification:	
Date of submission:	August 3, 2015
Is this a revision?	No
School:	Robert E. Howard Middle School
District:	Orangeburg Consolidated School District 5

Responsible Party	Print Name	Signature
Principal:	Eric Brown	
Title I Coordinator or District Liaison:	Parrie Hook	
Superintendent:	Dr. Cynthia Wilson	

School/District Information

School name:	Robert E. Howard Middle School
School telephone number:	**803-534-5470**
School mailing address:	**1255 Belleville Road, Orangeburg, SC 29118**
School website URL:	**http://hms.ocsd5.net**
Year current building was built:	
School district:	Orangeburg Consolidated School District 5
Principal:	**Eric Brown**
Number of years principal at school:	**2 years 1 month**
Number of principals in previous five years:	**3**
Superintendent:	**Dr. Cynthia Wilson**
Number of years as superintendent in district:	**5 years**
Number of superintendents in previous five years:	**2**
School Board of Trustees Chairperson:	**Mary Ulmer**
Number of years as chairperson:	**2 years**
Number of members of School Board of Trustees:	**7**
Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):	**$48,569**
Average salary of principals in district:	**$79,680**
Average salary of district-level administrators:	**$81,235**

Background Information

The goal of Robert E. Howard Middle School is to demonstrate excellence in student achievement, school climate, community involvement, and staff performance. We strive to provide every student with an opportunity to receive resources, data-driven instruction, and unique educational experiences that are designed to enhance student learning for the 21st century.

Howard showed a decrease in student achievement based upon the ESEA Waiver Report. Howard decreased from 46.7% to 17%. Howard Middle School did not make Adequate Yearly Progress as evidenced in the South Carolina School report card. Howard students did show gains in some areas of the SCPASS test. Howard continues to show positive results on the End of Course Assessment for English I scoring 92%.

Based on a student interest inventory, Howard students expressed an interest in becoming more involved at school. Mentoring, one to one advocacy, afterschool programs, and extracurricular clubs were all put into place to address these concerns. Suspension rates increased significantly from 2013 to 2014.

A goal of Robert E. Howard is to increase parent participation. Parent night was created to provide parents an opportunity to understand the Teaching and Learning Framework of Orangeburg District Five. Parents expressed a desire to have more communication with the school.

Howard SCPASS Standard Analysis
2014 SCPASS Data

Sixth Grade

Writing				
Standard	#Tested	1's	2's	3's
Content & Development	124	21	52.4	26.6
Organization	124	21.8	52.4	25.8
Voice	124	24.2	69.4	6.5
Conventions	124	37.1	33.9	29

Seventh Grade

Writing				
Standard	#Tested	1's	2's	3's
Content & Development	126	23.8	51.6	26.6
Organization	126	29.4	46	25.8
Voice	126	27	54	6.5
Conventions	126	45.2	28.6	29

Eighth Grade

Writing				
Standard	#Tested	1's	2's	3's
Content & Development	143	25.9	57.3	26.6
Organization	143	32.9	60.1	25.8
Conventions	143	38.5	37.8	29

1= Percentages of Students whose test performance shows weaknesses and a need for further instruction in the domains/standards listed.
2= Percentages of Students whose test performance may benefit from additional activities that focus on the domains/standards listed.
3= Percentages of Students whose test performance shows strengths in the domain/standards listed.

Sixth Grade

English Language Arts(Reading and Research)				
Standard	#Tested	1's	2's	3's
Reading: Literary Texts	125	32	53.6	14.4
Reading: Informational Texts	125	20	42.4	37.6
Reading: Building Vocabulary	125	24	57.6	18.4
Researching	125	28	47.2	24.8

Seventh Grade

English Language Arts(Reading and Research)				
Standard	#Tested	1's	2's	3's
Reading: Literary Texts	129	42.6	27.9	29.5
Reading: Informational Texts	129	51.2	47.3	1.6
Reading: Building Vocabulary	129	32.6	51.9	15.5
Researching	129	45.7	46.5	7.8

Eighth Grade

English Language Arts(Reading and Research)				
Standard	#Tested	1's	2's	3's
Reading: Literary Texts	141	48.9	31.9	19.1
Reading: Informational Texts	141	40.4	35.5	24.1
Reading: Building Vocabulary	141	45.4	46.8	7.8
Researching	141	53.2	31.2	15.6

1= Percentages of Students whose test performance shows weaknesses and a need for further instruction in the domains/standards listed.

2= Percentages of Students whose test performance may benefit from additional activities that focus on the domains/standards listed.

3= Percentages of Students whose test performance shows strengths in the domain/standards listed.

Sixth Grade

Science				
Standard	**# Tested**	**1's**	**2's**	**3's**
Scientific Inquiry	63	38.1	49.2	12.7
Plants: Structures, Processes, & Responses	63	25.4	47.6	27
Animals: Structures, Processes, & Responses	63	31.7	52.4	15.9
Earth's Atmosphere & Weather	63	28.6	39.7	31.7
Conservation of Energy	63	23.8	41.3	34.9

Seventh Grade

Science				
Standard	**# Tested**	**1's**	**2's**	**3's**
Scientific Inquiry	129	38.1	49.2	12.7
Plants: Structures, Processes, & Responses	129	25.4	47.6	27
Animals: : Structures, Processes, & Responses	129	31.7	52.4	15.9
Earth's Atmosphere & Weather	129	28.6	39.7	31.7
Conservation of Energy	129	23.8	41.3	34.9

Eighth Grade

Science				
Standard	**# Tested**	**1's**	**2's**	**3's**
Scientific Inquiry	72	38.1	49.2	12.7
Plants: Structures, Processes, & Responses	72	25.4	47.6	27
Animals: : Structures, Processes, & Responses	72	31.7	52.4	15.9
Earth's Atmosphere & Weather	72	28.6	39.7	31.7
Conservation of Energy	72	23.8	41.3	34.9

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2= Percentages of Students whose test performance may benefit from additional activities that focus on the domains/standards listed.
3= Percentages of Students whose test performance shows strengths in the domain/standards listed.

Sixth Grade

Math				
Standard	**# Tested**	**1's**	**2's**	**3's**
Ratios & Proportional Relationships	125	41.6	42.4	16
The Number System	125	29.6	43.2	27.2
Expressions & Equations; Geometry	125	35.2	34.4	30.4
Statistics & Probability	125	20	65.6	14.4

Seventh Grade

Math				
Standard	**# Tested**	**1's**	**2's**	**3's**
Ratios & Proportional Relationships	129	65.1	25.6	9.3
The Number System	129	45.7	49.6	4.7
Expressions & Equations; Geometry	129	71.3	18.6	10.1
Statistics & Probability	129	33.3	61.2	5.4

Eighth Grade

Math				
Standard	**# Tested**	**1's**	**2's**	**3's**
The Number System; Expressions & Equations	141	58.2	34	7.8
Functions; Statistics & Probability	141	39.7	42.6	17.7
Geometry	141	43.3	48.2	8.5

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3= Percentages of Students whose test performance shows strengths in the domain/standards listed.

Sixth Grade				
Social Studies				
Standard	# Tested	1's	2's	3's
Cradles of Civilization	62	17.7	61.3	21
Greek & Roman Civilizations	62	25.8	54.8	19.4
Civilizations in Asia	62	17.7	64.5	17.7
Civilizations in Africa & the Americas	62	25.8	46.8	27.4
The Middles Ages	62	17.7	59.7	22.6
Renaissance, Reformation, & Exploration	62	17.7	59.7	22.6
Seventh Grade				
Social Studies				
Standard	# Tested	1's	2's	3's
European Colonial Expansion & Global Trade	129	15.5	51.2	33.3
United & Unlimited Government	129	24.8	43.4	31.8
Independence Movements	129	44.2	35.7	20.2
Early 20th Century World Conflicts	129	49.6	37.2	13.2
Cold War Era	129	33.3	45	21.7
Developments Since 1989	129	17.8	60.5	21.7
Eighth Grade				
Social Studies				
Standard	# Tested	1's	2's	3's
Settlement	71	16.9	59.2	23.9
The American Revolution	71	28.2	49.3	22.5
The New Nation	71	25.4	64.8	9.9
The Civil War	71	38	45.1	16.9
Reconstruction, Industrialization, & Progressivism	71	32.4	50.7	16.9
Early 20th Century	71	39.4	60.6	0
Late 20th & Early 21st Centuries	71	32.4	47.9	19.7

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3= **Percentages of Students whose test performance shows strengths in the domain/standards listed.**

Turnaround Principle 1: Strong Leadership

School and district leadership team creates a shared vision of student learning and school improvement, provides instructional leadership, ensures the right conditions for student learning and school improvement, and coordinates effective collaboration and communication among all school and community partners.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Incorporate a Summer Institute for teachers in order to provide professional development for upcoming school year. Provide new teachers with a school based mentor preferably from the same grade level when possible, and provide regular coaching to teachers through the team meetings, data meetings, and PLCs. Coordinate vertical alignment meetings with 6th, 7th, and 8th grade teachers to discuss the academic progression of students to include areas of strength and concerns.	8/15	Principal and Admin Team	Increase in understanding of data, academic standards, and classroom management for student success therefore resulting in an increase in meaningful standard-based instruction and student achievement.	Published schedule; Team agendas and summary notes; Lesson plans and teacher reports	Fall: Winter: Spring:
Implement ongoing leadership meetings between the school leadership team and SIC members to re-connect core competences, establish and revisit goals, create a shared vision, and develop a deep sense of cohesion among all stakeholder groups.	8/15	Principal and Admin Team	When asked, 90% of the school community demonstrates deep knowledge and understanding of the school's vision/mission and their role and responsibilities in accomplishing such.	Survey	Fall: Winter: Spring:
Provide professional development for instructional coaches and administrators to support School-Wide academic programs by obtaining membership, attending conferences and or workshops sponsored by these entities: SCASA, SCAMLE, MMGW, Model Schools, ASCD, NASSP, SCIR, SCCTM for School Leadership Team (Admin, Coaches, and Lead Teachers) and Content Area Teachers. Expenditures may include travel, mileage, registrations, room and board, per diem, etc.	Beginning: 08/15 Completion: 06/16	Principal and Admin Team	Upon returning from the conferences, administrative team and teachers will facilitate professional development in order to disseminate information to faculty and staff.	Agendas, rosters, presentations and attendance records.	Fall: Winter: Spring:

Turnaround Principle 2: Effective Teachers

School and district leaders focus on key areas related to leader and teacher development to improve teacher practice, and create and sustain high levels of learning and achievement for all students. Professional learning opportunities are data-informed to ensure their alignment with student and staff learning needs. A system is in place related to securing and sustaining effective support, evaluation and incentive processes.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Provide professional development for teachers to support School-Wide academic programs by obtaining membership, attending conferences and or workshops sponsored by these entities SCASA, SCAMLE, MMGW, Model Schools, ASCD, NASSP, SCIRA, and SCCTM for the School Leadership Team (Admin, Coaches, and Lead Teachers) and Content Area Teachers. Expenditures may include travel, mileage, registrations, room and board, per diem, etc.	Beginning: 09/15 Completion: 06/16	Principal	Upon returning from the conferences, teachers will facilitate professional development in order to disseminate information to faculty and staff.	Agendas, rosters and attendance records.	Fall: Winter: Spring:
Establish a mentor program to provide on-going job embedded support to new and/or struggling teachers. Provide stipends for teachers who serve as mentor teachers.	Beginning: 09/15 Completion: 06/16	Admin Team Mentor Teachers	Increase teacher collaboration, design instruction, lessons and assessments.	Formative and summative assessment measures; State assessments	Fall: Winter: Spring:
Provide staff development materials to support ongoing job -embedded professional development.	Beginning: 09/15 Completion: 06/16	Assistant Principal	Increase teacher collaboration, design instruction, lessons and assessments.	Formative and summative assessment measures; State assessments	Fall: Winter: Spring:
Develop a teacher incentive program to promote collegiality and teamwork among faculty and staff members (eg. early leave passes, duty free lunch, supplies, materials etc.	Beginning: 09/15 Completion: 06/16	Teachers	Teacher attendance, pedagogy and morale will be increased.	Survey, attendance in Red.net Multimedia Kiosk, PD attendance records	Fall: Winter: Spring:
Provide teachers with cutting edge technology and training utilizing SMART Tables, CLASS FLOW, and Promethean ActivPanel Touch to transform the traditional "front-of-the-classroom" interactive display into a collaborative learning center where multiple students can simultaneously share ideas, practice team-based problem solving,	Beginning: 09/15 Completion: 06/16	Principal and Admin Team	Increase teacher –student collaboration, design instruction, lessons and assessments.	Observations, Formative and summative assessment measures; State assessments	Fall: Winter: Spring:

manipulate images and edit digital content. ActivPanel Touch promotes active participation in whole-class or small-group lessons by providing vivid interactivity and engaging learning experiences.					

Turnaround Principle 3: Redesign of Time for Learning and Collaboration

School time is redesigned to better meet student and staff learning needs specifically to increase time spent on instruction, increase time for teacher collaboration focusing on data-based decision making to improve teaching and learning, increase opportunities for extended learning time, and to provide time for professional learning.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Modify the master schedule in order to maximum instructional time for all content areas as well as provide remediation and extension for all students. We will implement an afterschool program to increase students' grade level reading and math levels on the STAR ELA and STAR Math assessments. We will implement a Saturday Academy to prepare students for the English 1 End Of Course Examination Program as well as the ELA state assessment. Instructional supplies and materials will be purchased.	Beginning: 08/15 Completion: 05/16 Beginning: 01/16 Completion: 05/16	Assistant Principal and Teachers	Students will increase scores in end of year State Standardized testing. Students scoring Not Met 2 will move to Met based upon SCPASS Data. Students scoring close to exemplary will move to exemplary based upon SCPASS data. Students will have at least 80% on EOC. Students scoring close to exceeding will move to exceeding or those close to ready, will move to ready for ACT.	Formative and summative assessment measures; State assessments	Fall: Winter: Spring:
Implement and provide transportation for an afterschool and summer program for students based upon MAP data and Benchmarks. Students near exemplary and near met will be selected to participate. Student will also be afforded opportunities to participate in field studies and community events that will engage, intrigue and promote students' interest. Supplies and materials will be purchased to authenticate learning.	Beginning: 09/15 Completion: 07/16	Assistant Principal and Teachers	Students scoring Not Met 2 will move to Met based upon SCPASS Data. Students scoring close to exemplary will move to exemplary based upon SCPASS data.	Formative and summative assessment measures; State assessments	Fall: Winter: Spring:

Turnaround Principle 4: Aligned and Rigorous Instruction (curriculum, instruction and assessment)

The school/district develops and implements standards aligned curricula, instruction, and assessment practices, along with academic interventions, that are rigorous and intentionally designed to graduate students with world class knowledge, world class skills and the life and career characteristics needed to succeed in a 21st century global marketplace.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Provide opportunities for students to participant in AVID, a transformation effort to focus on leadership, systems, instructions, and culture to encourage students to enroll in higher education.	Beginning: 08/15 Completion: 06/16	Principal, Admin Team and Teachers	Decrease in student disruptions and referrals from selected students.	Discipline referral data log	Fall: Winter: Spring:
Purchase and use Study Island to provide technology-enhanced test preparation to ensure that students are exposed to Science and Social Studies content.	Beginning: 09/15 Completion: 05/16	Teachers	Students scoring Not Met 2 will move to Met based upon SCPASS Data. Students scoring close to exemplary will move to exemplary based upon SCPASS data.	Formative and summative assessment measures; State assessments	Fall: Winter: Spring:
Host career fairs and college tours for students during 1st and 2nd semesters and provide transportation for tours of surrounding companies and industries.	Beginning: 09/15 Completion: 07/16	Asst. Principal, Career Specialist, Guidance and Coaches	Students will be exposed to various career occupations and colleges.	Student inventories at the end of the year, IGP's and College Access Checklist completed by Guidance.	Fall: Winter: Spring:

Turnaround Principle 5: Data to Inform Instruction and Improvement

An assessment system is in place for collecting and analyzing relevant student performance data at the district, school and classroom levels and includes an early warning system to identify students who are struggling, then provide them with appropriate supports. Student achievement and progress toward school turnaround goals are monitored and used to inform school and district practices.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Purchase and implement the Read 180 reading program to target and assist our disabled population in order to close the gap in reading levels of our disabled students to their Regular Ed counterparts.	Beginning: 09/15 Completion: 06/16	Assistant Principal, and Teachers	10%, 20% and 50% increase of student reading performance	Formative and summative assessment measures; State assessment	Fall: Winter: Spring:
Hire 2 Math and 2 ELA tutors to provide explicit and systemic instruction working with the bottom 25% students on standards not mastered on ACT Aspire in Math and ELA. The tutors will start on September 14, 2015 and end on April 29, 2016. Each tutor will work with students four days a week during the hours of 11AM-3:30PM.	Beginning: 09/15 Completion: 06/16	Assistant Principal, and Teachers	Increase in Math and ELA scores on ACT Aspire. Students will move from NOT READY to CLOSE and from CLOSE to READY	Formative and summative assessment measures; State assessment	Fall: Winter: Spring:
Use Mastery Connect (which is aligned to state standards) to provide teachers with opportunities to effectively assess core standards, monitor student performance, and report student mastery to parents and administrators. Conduct data meetings to assist teachers with using results from Mastery Connect to ensure instruction is data driven and personalized.	Beginning: 08/15 Completion: 06/16	Principal, Admin Team and Teachers	Increase in teacher team meetings, collaboratively designed instruction, lessons and assessments	Formative and summative assessment measures; State assessment	Fall: Winter: Spring:

Turnaround Principle 6: Student-Centered Environment and Climate

The district and school creates an environment that encourages adult relationships with students, and welcomes, encourages, and connects family and community partners to the school. The school environment is safe, disciplined, student-centered, and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Provide opportunities to participate in field studies, community events, entry level events for Project Based Learning, and job shadowing opportunities that will engage, intrigue and promote students' interest. Supplies and materials will be purchased to authenticate learning.	Beginning: 08/15 Completion: 06/16	Principal, Admin Team and Teachers	Increase in understanding of academic standards and prerequisites for student success therefore resulting in an increase in test scores.	Formative and summative assessment measures	Fall: Winter: Spring:
Provide and support Parent University activities such as (Powerschool Parent Portal training, Cyber bullying training, Tech Talks (training on one-to-one device), using social media for communication, resume writing, data-nights, public audience for PBL projects) to increase parents' awareness and understanding of the middle school student in an effort to bridge the divide between the home and school and to strengthen home-school relations..	Beginning: 09/15 Completion: 06/16	Principal, Admin Team and Teachers	Increase of 25% in parental involvement and awareness.	Survey of random group of parents; Written communication to parents or family members	Fall: Winter: Spring:
Provide service learning and health awareness clubs to increase attendance, social skills and promote healthy living habits. Clubs such as gardening, Wii-get-fit, math, science, year book, morning show, Girls' Circle, and Male Empowerment will meet weekly and create a service project for presentation at least once per semester. Student incentives will be used to positively impact student achievement.	Beginning: 08/15 Completion: 06/16	Principal, Admin Team and Teachers	Decrease in student disruptions and referrals from selected students. Decrease in school-wide obesity.	Discipline referral data log Monthly reports from nurse	Fall: Winter: Spring:

Turnaround Principle 7: Family and Community Engagement

A family and community engagement plan ensures the active participation of families and community members in the life of the school. Two-way communication with families, community organizations, and businesses is ongoing to support student learning and success.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Provide parenting activities such as Doughnuts for Dads. Muffins for Moms, grandparents breakfast, fall festival, spring fling, homecoming festivities, business mentors, college buddies, sister relations (college sororities), SIC, PTO, booster clubs, and business partners) monthly for parents and the community to keep them abreast of school activities, offer hands on parenting support for middle students, provide resources to assist with academics, and strengthen home-school relations.	Beginning: 08/15 Completion:06/16	Principal, Admin Team and Teachers	Family (parents, grandparents, guardian) articulates knowledge of child/student achievement status against grade level expectations and standards	Survey of random group of parents; Written communication to parents or family members	Fall: Winter: Spring:
Provide incentives for students, parents, and teachers that frequently participate in school hosted events (meetings, conferences, open house, concerts, athletic events, Parent U and volunteering.	Beginning: 08/15 Completion:06/16	Faculty and Staff	Increase home-school relations. Family (parents, grandparents, guardian) articulates knowledge of child/student achievement status against grade level expectations and standards	Survey of random group of parents; Written communication to parents or family members	Fall: Winter: Spring: